

CALIFORNIA SCHOOLS



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WALTER F. DEXTER, Superintendent of Public Instruction
Editor: IVAN R. WATERMAN, Chief, Division of Textbooks and Publications

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COVER

The picture on the cover shows a student in an art and pottery project at the Sanger Union High School. Harold H. Rogers is the instructor. Sanger High School has its own kiln for firing pottery. Principal Charles R. Chaney reports great interest on the part of the students in various art projects including drawing and painting, modeling and sculpturing, photography.

Enrollments in the Various Curriculums of California Public Junior Colleges

FRANK B. LINDSAY, *Assistant Chief, Division of Secondary Education*

PART III

ANALYSIS OF ENROLLMENTS IN VARIOUS CURRICULUMS ACCORDING TO SIZE, LOCATION, AND ADMINISTRATIVE TYPE OF JUNIOR COLLEGE

The survey¹ of enrollments in the various curriculums offered by California junior colleges, based upon data of March, 1939, reported by 35 junior colleges, showed that of 31,641 regular students in the thirteenth and fourteenth grades, 14,645, or 46.3 per cent, were pursuing semiprofessional and completion curriculums. Table 1 shows the total enrollment, enrollment in semiprofessional and completion curriculums, and percentage of enrollment in such curriculums for each of the 35 junior colleges² reporting in the survey. The percentage of students enrolled in semiprofessional and completion curriculums ranged from 100 per cent at Coalinga and 72.5 at Los Angeles to 18.1 at Santa Rosa and 14.8 at Stockton.

An analysis of the data on percentage of students enrolled in semiprofessional and completion curriculums, according to size and geographic location of institution, is presented in Table 2. The junior colleges were classified by groups on the basis of enrollment as follows: large, in excess of 750; medium-sized, 250 to 750; small, fewer than 250. Their geographic location was designated as northern California, central California, or southern California, in accordance with the junior college association of which each institution was a member. Footnote annotations indicate the type of administrative organization of each junior college.

¹ Frank B. Lindsay, "Enrollments in the Various Curriculums of California Public Junior Colleges: Part 1, Summary for the State as a Whole," *California Schools X* (December 1939), 303-308; "Part II, Enrollments in Various Curriculums of Individual Junior Colleges," _____, XI (February, 1940), 28-37.

² Data not reported by the following junior colleges: Brawley Union, Lassen Union, Marin, Porterville Union, San Luis Obispo, and San Mateo.

TABLE 1

**Total Enrollment in the Semiprofessional and Completion Curriculums
and Percentage of Enrollment in Such Curriculums in Thirty-five
California Junior Colleges**

JUNIOR COLLEGE	TOTAL ENROLLMENT	ENROLLMENT IN SEMIPROFESSIONAL AND COMPLETION CURRICULUMS	
		NUMBER	PER CENT
Coalinga Union	108	108	100.0
Los Angeles	5,864	4,250	72.5
San Diego	156	107	68.6
Oceanside-Carlsbad Union	164	100	61.0
Antelope Valley Joint Union (Lancaster)	97	59	60.8
Yuba County (Marysville)	270	155	57.4
Visalia Union	529	300	56.7
Ventura * Union	507	287	56.6
San Benito County (Hollister)	83	45	54.2
Salinas Union	613	331	54.0
Placer Union (Auburn)	282	148	52.5
Santa Maria Union	162	83	51.2
Taft Union	324	162	50.0
Fullerton	1,112	555	49.9
Pasadena *	3,186	1,579	49.6
Pomona *	391	188	48.1
San Jose	1,323	628	47.9
Glendale	1,249	595	47.6
Fresno	243	115	47.3
Long Beach	2,145	967	45.1
Bakersfield (Kern County)	844	380	45.0
San Bernardino Valley	530	216	40.8
Sacramento	2,078	783	37.7
Central Union (El Centro)	163	60	36.8
Chaffey (Ontario)	760	269	35.4
Reedley Joint Union	219	75	34.3
Modesto	1,093	355	32.5
Citrus Union (Azusa)	197	60	30.5
Santa Ana	822	242	29.4
San Francisco	1,985	552	27.8
Riverside	432	118	27.3
Compton *	1,283	334	26.0
Santa Monica	1,170	241	20.6
Santa Rosa	353	64	18.1
Stockton	905	134	14.8
TOTAL	31,641	14,645	46.3

* Enrollment in upper-division of four-year junior college

This analysis fails to indicate any relationship between the percentage of students enrolled in semiprofessional and completion curriculums and the size, location, or administrative type of junior college. The range of percentages within each group, whether classified according to size, location, or administrative type, is so great that differences in the average percentages among the groups are of practically no statistical significance. For example, it is evident from the data shown in Table 2 that there is no significant difference in the per-

TABLE 2

Percentage of Pupils Enrolled in Semiprofessional and Completion Curriculums in California Junior Colleges by Size and Geographical Location

LARGE JUNIOR COLLEGES	PER CENT	MEDIUM-SIZED JUNIOR COLLEGES	PER CENT	SMALL JUNIOR COLLEGES	PER CENT
Northern California					
San Jose ¹ *	47.9	Yuba County *	57.4	San Benito County (Hollister)	54.2
Sacramento *	37.7	(Marysville)			
Modesto *	32.5	Salinas Union	54.0		
San Francisco	27.8	Placer Union			
Stockton	14.8	(Auburn)	52.5		
		Santa Rosa *	18.1		
Central California					
Bakersfield	45.0	Visalia Union	56.7	Coalinga Union	100.3
(Kern County)		Taft Union	50.0	Fresno ¹	47.3
				Reedley Jt. U.	34.3
Southern California					
Los Angeles *	72.5	Ventura Union ²	56.6	San Diego ¹	68.6
Fullerton *	49.9	Pomona ²	48.1	Oceanside-	
Pasadena ² *	49.6	San Bernardino		Carlsbad U.	61.0
Glendale *	47.6	Valley *	40.8		
Long Beach *	45.1	Riverside *	27.3	Antelope Valley Jt. U.	
Chaffey *	35.4			(Lancaster)	60.8
(Ontario)				Santa Maria	
Santa Ana *	29.4			U.	51.2
Compton ² *	26.0			Central Union (El Centro)	36.8
Santa Monica	20.6			Citrus Union (Azusa)	30.5

¹ Junior college maintained by a state college

² Four-year junior college

* District junior college

centage of students enrolled in the semiprofessional and completion curriculums of district junior colleges maintained by high school districts, if Los Angeles Junior College is excluded from the analysis. The fifteen district junior colleges reporting had 11,110 students enrolled in the semiprofessional and completion curriculums out of a total of 22,499 or 49.4 per cent. On the other hand the twenty junior colleges maintained by high school districts had 3,335 of the 9,142 students registered for semiprofessional and completion training, or 38.7 per cent. If, however, the enrollment in Los Angeles Junior College, where the number of students enrolled totals 18.5 per cent of the entire number of students at the thirty-five reporting junior colleges and the semiprofessional enrollment amounts to 29.0 per cent of the whole number of terminal students, is excluded from the data of the district group, the percentage of students enrolled in these curriculums is reduced to 41.7.

Placement Service in California Schools

AARON E. JONES, *Technical Director of the California Youth Study for the State Department of Education*

Schools have not only the responsibility of fitting young people for work, but also the duty of making every effort to see that youth are placed in suitable jobs as soon after leaving school as possible. In an attempt to discharge this latter responsibility many schools have assigned certain members of the staff the task of placing youth on jobs. Some have well-organized placement offices with trained personnel, while in other schools the placement service is performed by some member of the faculty or by the principal only when the opportunity seems to demand some action.

In an attempt to determine the nature and extent of the placement services in the schools of California, the staff of the California Youth Survey sent questionnaires in April, 1939, to the public high schools, junior colleges, evening high schools, continuation schools, and to approximately forty private secondary schools and colleges of California. The questionnaire requested that the person or persons most responsible for placement service in the school should complete the questionnaire and return it to the survey staff.

Replies were received from 374 schools as follows: high schools, 274; junior colleges, 17; evening high schools, 47; continuation schools, 20; private schools, 18.

Many of the private schools had both high school and junior college students enrolled.

RELATION OF SCHOOLS TO OUTSIDE PLACEMENT AGENCIES

Relation to State Service

Of the 374 schools, 15 per cent located in two or three cities were associated either directly or indirectly with the State Employment Service, usually with a junior placement division. Placement service in the other schools had no relation to the State Employment Service.

The answers given by many of the school placement officials or their failure to answer the questions would seem to indicate that they are not aware of any possible relationship of the school to other public placement services. Yet the State Employment Service is reasonably supported by federal and state funds to do its work; it is possible for it to

employ trained workers; to make occupational surveys; to use proper aptitude test procedures; to keep accurate records; to serve all youth, whether in or out of school; to give summer vacation service, which school placement officials rarely give; and in some areas it is more likely to have the backing of employers than are the school placement officers.

In turning the full responsibility of placing youth over to the state, the schools would lose some of their opportunity to provide vocational counseling and guidance for students, as well as a valuable means of evaluating their own methods of instruction. Where the schools and the State Employment Service can unite or co-operate, each can help the other to serve youth. Especially is this true where the State Employment Service can organize a division for the placement of junior workers and where this junior division and the school placement officials can and do render mutual aid.

Where it is not possible to associate with the State Service the many small high schools within a county or in adjacent areas might unite to form a central placement office, each school contributing part of the funds necessary to employ a placement personnel, adequate in training and interest to perform the necessary responsibilities for the student in all the schools.

Relation to Central Placement Office

In some cities in California—for instance, San Diego and Oakland—a central placement office is maintained by the school system; and all the high schools of the city co-operate with the central service in the placement of their students. Each high school within the system has members of the faculty responsible for the placement of students within the school to whom the officials of the central office may confer, and who will make request for assistance to the central office.

Of the 374 schools answering the questionnaire only 16 per cent were connected with any central placement service. The smaller the high school the less likely it was to have any connection with a central placement service. Of the high schools with enrollments of 3,000 and above, 56 per cent were associated with central placement offices, while 33 per cent of the junior colleges with 1,000 or more students were connected with the central office. The general pattern for all the schools was plainly to operate their placement offices independently of any central or outside placement service.

Other Placement Services Available

No placement service is available in 10 per cent of the schools reporting. The service outside the school most frequently mentioned

was the State Employment Service, but only 12 per cent of the school placement officials mentioned the fact that students were referred to the state offices. Only 1 per cent of the school placement officials were aware that students could make application at private employment agencies and receive service from that source. As far as the placement officials are concerned it seems certain that the majority of schools in the State of California have not yet taken steps to acquaint the students with the services available from outside sources.

ASPECTS OF PLACEMENT SERVICES

Retraining and Adjustment of Youth

The placement officials in 32 per cent of the 374 schools stated that they attempted to readjust or retrain youths to meet new needs for improvement.

Eighty-eight per cent of the junior colleges attempt to discharge this responsibility, whereas only 26 per cent of the high schools make any effort to do so. The high school student is hardly old enough to need any retraining, but he is old enough to train for his first occupation. Thirty-five per cent of all the high schools indicated that they did nothing to retrain or readjust students to meet new needs of employment. Forty-five per cent of the evening high schools and 50 per cent of the continuation schools attempt to assist students to retrain or readjust for employment needs.

Answers to the question "what are the chief methods or ways of training or readjusting former students?" show that 71 per cent of the schools do not have any thought-out or systematic methods to use in readjusting or retraining their former students. Thirteen per cent of the schools attempted to do so by means of additional counsel and guidance, and 10 per cent attempted to do so by additional school training.

Continuation of Service After First Job

Reports from 50 per cent of the school placement officials indicate a policy of serving youth whenever they were unemployed. A total of 9 per cent assist youth to find first jobs only. The junior colleges lead in service to former students whenever they are unemployed and continuation schools come next. The services rendered to unemployed youths by public high schools were reported by 12 per cent of the schools in the smaller enrollment groups and 69 per cent in the largest enrollment groups. This is to be expected, as it is found that the number of persons with definite responsibilities for placement service and with time to discharge these functions varies from no placement personnel in small schools to a rather large staff in some of the larger schools. Of all the schools, 36 per cent gave no answer to the question

and it may be assumed that they have no policy in regard to this activity.

Relationship of Placement and Guidance Service

The degree to which the counseling service is an integral part of the placement service increased steadily from the small high schools to the large. Only 18 per cent of the small high schools stated that placement and counseling services were closely related, but in the larger schools, especially those with enrollments of 3,000 and up, 67 per cent showed that placement and counseling service were closely associated. The reverse of this fact is true in the junior colleges where 88 per cent with enrollment less than 1,000 reported that the two services were united and only 22 per cent of the junior colleges with enrollments of 1,000 or more indicated such relationships. For the 374 schools as a whole, only 37 per cent indicated this close relationship and 24 per cent said that they were distinct and separate services within the school.

Facilities for Placement

Information supplied regarding the kind of placement office in the various schools revealed that there is no one general policy. Thirty-six per cent of the schools did not answer the question, and 10 per cent reported that they had no office at all. From these answers it may be assumed that a minimum of 40 per cent of the schools had no regular place or office for this service. Eighteen per cent of them had a regular office with proper equipment, 15 per cent used classrooms, and 18 per cent used either the general office, the principal's or vice principal's office.

EXTENT OF PLACEMENT SERVICE

Indicating the general pattern for the different school placement services, 49 per cent of all schools reported that they attempt to find employment for all youth who seek the service. Seventy per cent of the junior colleges and 54 per cent of the public high school placement officials said that all youth were free to seek employment through their service. Eleven per cent of the schools attempted to place students from certain departments only. In the high schools the number offering service to all youth increased from 24 per cent in the smallest group to 89 per cent in the largest enrollment group.

PLACEMENT SERVICE METHODS

Private Interviews

In order to avoid embarrassment of applicants and to obtain from them the necessary information for proper classification and job reference, it is desirable that interviews between youth and placement offi-

cial be private, and the information supplied by the applicant confidential. In order to do this, separate rooms must be available for interviews.

Provision of separate and special rooms for interviewing applicants for placement service was reported by 46 per cent of the schools. Privacy seemed to become more common as the size of the school increased, for 50 per cent of the larger high schools held private interviews, whereas only 6 per cent of the small high schools had such opportunity. Sixty-five per cent of the junior colleges and 60 per cent of the continuation schools had facilities for private interviews. Eleven per cent of all the schools hold interviews where privacy could not be expected.

Scheduling of Interviews

Most interviews are held whenever the youth seek them, according to the report of placement officials in 52 per cent of the schools. Ten per cent of the schools granted interviews only when there were jobs to be filled. The larger high schools with trained personnel and special offices for placement available seemed to be influenced more by the desires of the students for interviews than were the smaller schools.

In view of the fact that many youth in need of placement service fail to register with the school placement office, it would seem wise for schools to arrange for interviews between placement officials and youth, in order to acquaint them with services to be had and to gather actual data for proper placement activities. Placement officials, then, should not wait for youth to come for help, but they should seek early to know the students, their needs, their capabilities and their desires; and a regular system should be followed to record the information in cumulative manner for later placement guidance.

Availability of Placement Services

Placement officials of 44 per cent of the schools stated that the office was open for placement activities on the school days of the week, 13 per cent stated that the office was open on Saturdays, and a few stated that the office was open only by appointment. Youth on part-time jobs and in "stop-gap" positions may wish placement service but be prevented from receiving it because their work hours conflict with hours of placement service. Especially in the larger cities, placement service should be available in the evenings and Saturday afternoons and Sundays.

Replies from the placement officials showed that about 67 per cent of the schools made no special effort to meet the needs of the youth after working hours. Of course, evening school placement offices were open, if placement was attempted at all, in the evenings. Only 6 per

cent of the 374 schools had placement offices open at night on certain days of the week, but 12 per cent stated that their offices might be open to youth at night by special appointments. Ten per cent were open certain evenings during the year when youth were called in for interviews. Junior colleges took the lead in making the placement service available during evenings for youth, as 41 per cent of them reported this condition.

Vacation Services

Twenty-one of the 374 schools indicated that the school placement service was available to students during the summer vacation period. On the other hand, 38 per cent of the schools stated that the placement offices were closed in summer and 41 per cent did not answer the question. It is during the summer season that the most jobs are to be had and numbers of young people might then obtain some valuable work experience, a thing demanded for many positions, if they can be given proper contacts with those needing workers. Especially in rural areas, placement service should be given during the summer, and schools should make sure that youth receive such service either from the school office or by some other agency.

School Placement Personnel

In 32 per cent of the high schools, in 47 per cent of the junior colleges, in 26 per cent of the evening schools, and in 75 per cent of the continuation schools there was at least one person doing placement service. Some schools had four or more placement officials. Of the 374 schools, 12.8 per cent had at least one clerk employed in the placement office or service. Principals, vice principals, deans, and teachers were named as the ones responsible for placement service in about one-tenth of the schools. A little more than half of the questionnaires had no answer for the question.

Number of Youth Served

Two-thirds of the schools either had no regular files of students seeking placement or they failed to answer the question as to the number of youth who sought employment. The numbers of such youth in the schools that did answer the question ranged from one to more than three hundred. None of the lowest enrollment high schools had definite information as to the number of students to be placed; but the larger the school the more youth sought placement service.

The information concerning the number of youth placed at part-time or full-time employment is so meager and fragmentary as to indicate great need for improvement. Nearly 60 per cent had no informa-

tion concerning part-time job placements, and 62 per cent had no information concerning full-time job placements. Of the schools that did have information the following are median numbers placed in part-time employment through the aid of the school placement service.

According to the reports of the placement officials, only 2 per cent of all the schools placed 300 or more youths on part-time jobs in any year; but 22 per cent of the largest high schools and junior colleges placed more than 300 in such positions and 18 per cent of the evening schools placed this number.

Of the largest high schools and junior colleges reporting, 11 per cent placed between 149 and 299 youth on full-time jobs, and 9 per cent of the largest evening schools and 17 per cent of the largest continuation schools placed more than 300 youth on full-time jobs during the last school year.

It is reasonable to state that the failure to place more students in employment is not due to an unwillingness or lack of desire on the part of school people to place them, but to a lack of knowledge as to how to find jobs in the first place, and a lack of funds for placement personnel. If there were an abundance of jobs, there would be little difficulty in placing all the students, and school people would need to be but little concerned with this activity. However, during a period of job scarcity it seems imperative that schools exert themselves to the utmost, and that the public provide sufficient funds for an adequate placement and guidance personnel, or a centrally located school where promotional work might be undertaken in providing youth with jobs, especially in making occupational surveys, in placing youth upon the labor market in the proper way, and in acquainting them fully with the conditions they must face when they leave school. From such a study some suggestions may be obtained as to the needs of youth and ways and means of meeting these needs. The experience of the junior placement offices throughout the state have demonstrated that where proper placement facilities and personnel are provided, the number of students placed in jobs increases considerably.

Use of Tests

The data obtained from the placement officials were of the same general tenor concerning the tests used. Much use is made of intelligence tests.

Presumably placement offices where records were kept had the results of tests given in regular school on file.

Practically none of the schools give tests to all students enrolled, and vocational interest tests, personality tests, and aptitude tests are used by but a few placement offices. If schools could be provided with

the proper personnel for placement, with more staff members trained to administer and interpret tests that might be used for guidance and placement purposes, and if funds could be provided for the purchase of the tests, much more would be done with tests. Altogether too much reliance is now being placed upon mere judgment of interviewers as to the possibilities and capabilities of young people. At least all students with little or no previous work experience and with no training for a definite field of work should be studied with interest, personality, aptitude, and psychological tests to determine whatever strength or talents they may have in various fields of work; and upon these facts guidance should be given for additional training and preparation in the proper vocational fields.

Determining Needs of Employers

In most of the schools no single person is assigned the responsibility of determining the needs of industry and business for new or additional workers. In some, all teachers or heads of departments are expected to make these contacts and seek employment for the youth within their respective departments. As a consequence, many business firms are visited by several teachers at different times and for similar purposes. The most effective method is thought to obtain where one or a few individuals are given the responsibility of making contacts for the whole school.

Thirty-nine per cent of the 374 schools did not indicate which member of the school personnel deals with employers; 30 per cent indicated that any interested teacher made the contacts; 18 per cent stated that some employee of the placement service in the school was given this task. Among those charged with the responsibility for making contacts were principals, vice-principals, placement directors, co-ordinators, and counselors. The general pattern in the largest high schools and junior colleges was to have some individual responsible for making contacts with employers. Of the larger high schools 56 per cent delegated some interested teacher to interview employers, and 89 per cent of the larger junior colleges used some employees of the placement staff to make the contacts. It is interesting to note that the principal of the school had this responsibility as often as did a teacher, each having the task in 30 per cent of the schools.

Adjustment While on the Job

Sixty per cent of the 374 schools made little or no effort to adjust the youth while he was on the job. Telephone conversations with employers was the means employed by 21 per cent to find needs of the youth employed. In 13 per cent of the schools personal visits are made

to employer and employee as often as possible. Some investigate only those youth about whom they have received or heard complaints. A few schools depend upon casual conversation to uncover conditions that need attention.

Placement Service for Drop-Outs

Schools are frequently prevented from being of service to youth because the students do not avail themselves of the services which the schools are anxious and willing to extend. In previous articles, it has been indicated that schools generally are doing but little for the drop-out. This is true also of placement service.

It is probable that much could be done to acquaint students with the services the schools offer them. Confidence must be built up concerning the ability of the schools to perform the services. Under such conditions more youth would take advantage of the opportunities. At present few ties exist between educational institutions and drop-outs.

Officials in placement offices have found that if youth are classified in every field in which they are qualified to work, they are more likely to receive attention for every call in any of several fields. This method is superior to mere alphabetical listing of applicants, or classification according to occupation in which the applicant is best trained or most experienced.

Sixteen per cent of all schools stated that they classified applicants only for the work for which they were best qualified, 11 per cent classified them in all fields for which they were qualified, 15 per cent classified them alphabetically. Alphabetical classification is the most commonly used in high schools and junior college placement services.

Kind of Persons Needed for the Jobs

If placement officials are to give intelligent service to unemployed youth, they must know the qualifications demanded of the worker on the new job. The 374 schools answering the questionnaires reported various methods of gathering information; 49 per cent depend upon the statements of the employer at the time he asks for the help; 13 per cent sent out investigators to make specific inquiry as to the kind of work to be done and the skills and qualifications demanded of the worker. Only 3 per cent use analyses of various jobs which have been prepared in special studies and 7 per cent assume that the work to be done is, in general, like that of similar jobs.

Some schools make systematic attempts to select the youth for the job, according to the kind of person demanded by the job. Various methods are employed to do this selecting, among which are careful consideration of the application or information sheets filled by the

youth who seek employment; examination of school records, especially of work in vocational courses; aptitude test scores; records of previous work experiences, vocational interest test scores; and record of apprenticeships. School records are most frequently used as a criterion for selection of workers to be recommended for positions, and records of previous work experience is the next most commonly considered. Junior college placement officials, especially, make use of the information supplied on application blanks and of the records of youth in school and in vocational courses.

SUMMARY

The data obtained from placement officials in the schools of California give pictures of divers activities and provisions for placement of youth on jobs. Some schools have not yet made any provision for placement—in fact some of them feel that this is not part of their functions; while others are attempting in a disorganized way to do something for their students. Still others have made very carefully planned and adequately supported provisions for placement service.

It is hoped that from these pictures and descriptions of what some schools are doing others will be encouraged to assume more responsibility for placement work and that they will receive suggestions for procedure from the replies made to the questionnaires. Those schools that have already instituted satisfactory placement programs stand as examples to other schools who may imitate, or better still, surpass and excel existing provisions.

1940 Legislation Affecting Education

ALFRED E. LENTZ, *Administrative Adviser*

The following is the text of measures affecting the public schools enacted by the 1940 special session of the legislature and approved by the Governor.

AMENDMENTS TO THE VEHICLE CODE

66. "Owner." "Owner" is a person having all the incidents of ownership, including the legal title of a vehicle whether or not such person lends, rents or pledges such vehicle; the person entitled to the possession of a vehicle as the purchaser under a conditional sale contract; the mortgagor of a vehicle; or the State, or any county, city, district or political subdivision of the State, when entitled to the possession and use of a vehicle under a lease, lease-sale, or rental-purchase agreement for a period of twelve months or more.

Amended by Chapter 1, Statutes 1940 Special Session, Effective February 5, 1940.

67. "Legal Owner." "Legal owner" is a person holding the legal title to a vehicle under a conditional sale contract, the mortgagee of a vehicle, or the renter or lessor of a vehicle to the State, or to any county, city, district or political subdivision of the State, under a lease, lease-sale or rental-purchase agreement which grants possession of the vehicle to the lessee for a period of twelve months or more.

Amended by Chapter 1, Statutes 1940 Special Session, Effective February 5, 1940.

374. Exemptions from Registration Fees. (a) The registration fees specified in this code except fees for duplicate license plates, certificates or cards need not be paid for any vehicle of a type subject to registration hereunder owned by any foreign government or by a consul or other official representative thereof or by the United States or by any State or political subdivision thereof or by any municipality duly organized under the Constitution or laws of this State, nor for any like vehicle owned by a voluntary fire department organized under the laws of this State and used exclusively for fire fighting purposes, nor for any like vehicle owned by and used exclusively in the operative work of any persons taxed for State purposes and exempt from the payment of license fees under the Constitution of this State, nor for any vehicle

operated by the State, or by any county, city, district or political subdivision of the State, as lessee under a lease, lease-sale or rental-purchase agreement which grants possession of the vehicle to the lessee for a period of twelve months or more.

The exemption in this subsection pertaining to vehicles leased by the State, or by any county, city, district, or political subdivision of the State, under a lease, lease-sale, or rental-purchase agreement, is not applicable to any vehicle leased after the effective date of this section, as amended in 1940, which is used or maintained for the transportation of persons for hire, compensation, or profit.

(b) All such vehicles so exempt from the payment of registration fees shall be registered as otherwise required by this code by the person having custody thereof and such custodian shall display upon said vehicle a license plate or plates bearing distinguishing marks or symbols as hereinbefore specified which said plate or plates shall be furnished by the department free of charge.

Amended by Chapter 4, Statutes 1940 Special Session, Effective February 5, 1940.

AMENDMENTS TO GENERAL LAWS

Act 5135

VEHICLE LICENSE FEE ACT

SEC. 2.5. The license fee imposed by this act does not apply to any vehicle operated by the State, or by any county, city and county, city, district or political subdivision of the State, as lessee under a lease, lease-sale or rental-purchase agreement which grants possession of the vehicle to the lessee for a period of twelve months or more.

This section does not apply to any vehicle leased under a lease, lease-sale or rental-purchase agreement after the effective date of this section which is used or maintained for the transportation of persons for hire, compensation or profit.

Added by Chapter 2, Statutes 1940 Special Session, Effective February 5, 1940.

GENERAL LAWS

Act ----

CANCELLATION OF MOTOR VEHICLE FEE PENALTIES

An act providing for the cancellation of license and registration fee penalties in connection with vehicles operated by public agencies as lessees under lease, lease-sale or rental-purchase agreements, and to repeal an act entitled "An act providing for the cancellation of license and registration fee penalties in connection with vehicles operated by public agencies as lessees under lease, lease-sale or rental-purchase agreements, to take effect immediately," approved February 5, 1940, to take effect immediately.

SECTION 1. Any vehicle registration penalty or license fee penalty due the State under the following laws at the effective date of this act

for any vehicle operated by the State, or by any county, city and county, city, district or political subdivision of the State, as lessee under a lease, lease-sale or rental-purchase agreement which grants possession of the vehicle to the lessee for a period of twelve months or more, is hereby canceled and declared uncollectible:

(a) Section 378 of the Vehicle Code.

(b) An act entitled "An act relating to licensing and taxing of vehicles, providing for license fees for the privilege of operating certain vehicles, providing for the exemption of such vehicles from all taxes according to value for State, county or municipal purposes, providing for the administration and enforcement of this act, creating a fund to be known as the motor vehicle license fee fund, and making an appropriation of the moneys therein," approved June 25, 1935.

Added by Chapter 33, Statutes 1940 Special Session, Effective February 28, 1940.

Act ----

VALIDATING ACT OF 1940

An act to validate the organization, boundaries, governing officers or boards, acts, proceedings, and bonds of public bodies, to take effect immediately.

SECTION 1. The following terms shall have the following meanings herein:

(a) The term "public body" means counties, cities and counties, cities, public districts, including school districts of any kind or class, junior college districts, irrigation districts, reclamation districts, drainage districts, levee districts, public utility districts, municipal utility districts, municipal improvement districts, sanitary districts, sanitation districts, metropolitan water districts, county water districts, county water works districts, water districts, water storage districts, municipal water districts, water conservation districts, bridge and highway districts, joint highway districts, highway districts, permanent road divisions, road districts, port districts, harbor districts, flood control districts, storm water districts, library districts, and regional park districts, and the California Toll Bridge Authority.

(b) The term "bonds" means all instruments evidencing an indebtedness of a public body incurred or to be incurred for any public purpose, and all instruments evidencing the borrowing of money in anticipation of taxes, revenues or other income of such body, and all instruments payable from revenues or special funds of such public bodies, and all instruments funding or refunding any thereof or any indebtedness.

SEC. 2. All public bodies heretofore organized and functioning under, or under color of, any law are hereby declared to have been

legally organized and to be legally functioning as such public body. Every such public body shall have all the rights, powers, and privileges, and be subject to all the duties and obligations of such a public body regularly formed pursuant to law.

SEC. 3. The boundaries of every public body as heretofore established, defined, or recorded are hereby confirmed, validated, and declared legally established.

SEC. 4. In so far as any other matter to which this act relates is or may be affected, the members of the governing board or the governing officers of every public body heretofore elected or appointed and acting as such, are hereby declared the legally appointed or elected, qualified and acting governing officers or members of such governing board.

SEC. 5. All acts and proceedings heretofore taken by any public body under any law, or under color of any law, for the issuance, sale, or exchange of bonds of any such public body for any public purpose are hereby confirmed, validated, and declared legally effective. This shall include all acts and proceedings of the governing board of such public body and of any other public officer or agency heretofore done or taken in connection with any election upon the question of the issuance, sale, or exchange of such bonds if any election be required by law.

All such bonds heretofore issued, or heretofore authorized to be issued when hereafter issued in substantially the form contemplated in such authorization, shall be, in the form and manner in which issued and delivered, the legal, valid and binding obligations of the public body.

SEC. 6. (a) This act shall be limited to the correction of defects, irregularities, and ministerial errors in complying with statutory requirements which the Legislature originally could have omitted from the law under which such acts or proceedings were taken.

(b) This act shall be limited to the validation of acts and proceedings to the extent to which the same can be effectuated under the State and Federal Constitutions.

(c) Nothing contained herein shall be construed to render the creation of any city or district, or any change in the boundaries of any city or district, effective for purposes of assessment or taxation unless the statement, together with the map or plat, required to be filed under section 3720 of the Political Code, is filed in the manner and within the time required by said section.

SEC. 8. This act may be cited as the Validating Act of 1940.

Chapter 16, Statutes 1940 Special Session, Effective February 26, 1940.

DEPARTMENTAL COMMUNICATIONS

Office of the Superintendent of Public Instruction

WALTER F. DEXTER, Superintendent

SCHOOL ATTENDANCE AT THE GOLDEN GATE INTERNATIONAL EXPOSITION

The following regulations have been prescribed by the Superintendent of Public Instruction, pursuant to authorization granted by the California State Board of Education on January 7, 1939, relative to the attendance of public school pupils upon the Golden Gate International Exposition.

The governing board of any school district may authorize the attendance of pupils upon the Golden Gate International Exposition to be counted as a part of the regular instructional program of the school district. When such attendance is so authorized, time spent by the pupils while participating in an educational activity approved by the Director of Educational Exhibits of the Exposition or in a tour of the Exposition exhibits, including time spent while traveling from the school district to the Exposition and back, may be counted as attendance at school in the same manner as other attendance of such pupils is counted.

FLAG PROGRAMS AND EXERCISES

The 1939 legislature directed the Superintendent of Public Instruction to arrange for appropriate observance of Flag Week, June 8-14, in the public schools. Because of the fact that many schools in California close for summer vacation before the first of June, it is impossible to plan special exercises for Flag Week. Therefore, observances in connection with various patriotic anniversaries throughout the year should be made the occasion in the school for exercises calling attention to the meaning of the flag and what it symbolizes. In this way the schools can carry out the intent of the legislature in designating Flag Week.

The publication, *The Flag of the United States of America*, issued as State of California Department of Education Bulletin No. 7, April 1,

1937, is one source of information for teachers planning programs on the flag. This bulletin was sent to the elementary schools and should be available for reference in all schools.

Office of Administrative Adviser

ALFRED E. LENTZ, Administrative Adviser

DAMAGE TO OFFICIAL STATE HIGHWAY SIGNS

The attention of the State Department of Education has been directed to the fact that the damaging of official state highway signs imposes a large expense upon the state and causes considerable inconvenience and hazard to motorists. The damage done to such signs is particularly heavy during the early summer months and in nearly every case the damage is caused by gun shots.

Every public school administrator is urged to take the necessary action to impress upon pupils the necessity of maintaining state highway signs. The co-operation of public school pupils will, it is my belief, materially reduce the damage done.

The damaging of such signs is a misdemeanor and certain of the automobile clubs have a standing reward of \$25.00 for the arrest and conviction of any person damaging such a sign.

SCHOOL BUSES AT RAILROAD CROSSINGS

There appears to be an increasing number of violations of subdivision 8 of Section X of the State Board of Education Regulations Governing Pupil Transportation which reads as follows:

8. The driver of a school bus shall bring the bus to a full stop at all railroad grade crossings at least 10 feet and not more than 50 feet from the nearest rail, and must not proceed until he has ascertained that the track is clear in both directions and that the bus may proceed safely. After making the stop provided for in this rule, the bus shall be driven in low gear across the tracks.

It is impossible to conceive of any circumstance which justifies a violation of the regulation cited. Public school administrators are earnestly urged to enforce the regulation as to school-bus drivers under their jurisdiction. A single violation of the regulation by any school-bus driver is sufficient to justify the revocation of his school bus driver's certificate.

Officials of the various railroads operating in California are co-operating with the State Department of Education and the State Department of Motor Vehicles in eliminating violations of the regulation.

Bureau of Trade and Industrial Education

J. C. BESWICK, Chief

ANNUAL COMBINED CONFERENCE ON TRADE AND INDUSTRIAL AND INDUSTRIAL ARTS EDUCATION AND TEACHER TRAINING

The Annual Combined Conference on Trade and Industrial and Industrial Arts Education and Teacher Training, for 1940, has been called by Superintendent Walter F. Dexter for the week April 29 to May 3. It will be held as usual in the Library and Courts Building, Sacramento.

Supervisors and directors of industrial arts and vocational trade and industrial education and teacher training have been invited to participate in the conference. The meeting is arranged for the purpose of developing more efficient educational and teacher training programs in industrial education.

STATE CONFERENCE ON INDUSTRIAL EDUCATION

The date of the Annual Conference on Industrial Education, which will be held jointly with the Annual Conference of the California Industrial Educational Association, has been announced by the Superintendent of Public Instruction for April 27 at the Santa Monica High School, Santa Monica.

School administrators, city, county, and district superintendents of schools, members of boards of education, and teacher trainers, supervisors, co-ordinators, and instructors in industrial education programs have been invited to participate in this meeting which has been planned for the benefit of those responsible for the administration and supervision of industrial education programs.

Since the conference program is arranged to include speakers selected to represent industry, labor, business, and education, the presentations are of particular importance to those who are interested in a progressive and democratic school system in the state. Trends in industry, labor, and business, are studied to determine the most efficient means of anticipating needs brought about by changing conditions apparent through such trends, and of supplying these needs, and the needs of community life, through a carefully planned educational program.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

Appellate Court Decisions

Filing of Claim as Condition Precedent to Maintenance of Action for Damages for Personal Injuries

Where a right of action against a school district for damages on account of personal injuries is predicated on School Code section 2.801, a verified claim for damages must be filed with the secretary or clerk of the district within ninety days after the accident, as a condition precedent to the maintenance of the action.

The fact that a claimant may be unable by reason of his injuries to file the required claim is immaterial and unless the complaint shows that the required claim was filed within the period fixed, it does not state a cause of action.

Wicklund v. Plymouth Elementary School District et al. 100 C.A.D. 572; --- Pac. (2d) ---.

Lapsing of Right of Action to Compel Reinstatement of Probationary Employee

Where a probationary employee of a school district sought in 1928 to withdraw his resignation previously submitted and accepted, on the ground that it has been "forced" and was refused by the governing board of the district, a petition filed by him in 1939 for a writ of mandamus to compel the board to reinstate him was barred by subdivision 1 of Section 338 of the Code of Civil Procedure requiring an action upon a liability created by statute, other than a penalty or forfeiture, to be filed within three years after the cause of action arises.

Ingram v. Board of Education, San Francisco Unified School District, 100 C.A.D. 387, --- Pac. (2d) ---.

Leaves of Absence

Where a permanent employee of a school district was granted a leave of absence for one year which, as written, was without compensation, the employee cannot contend she is entitled to any compensation, except as to such as might be provided by the rules and regulations of the governing board of the district under the provisions of School Code

section 5.750, since the leave of absence was for twelve months. In granting the leave of absence, the governing board of the district had the power to grant the leave of absence with or without compensation under School Code section 5.721 and as it is to be presumed that the members of the board performed their official duty, it is to be assumed that the leave of absence was intentionally worded as written.

The contention of the employee that her absence was due to illness occasioned by approaching childbirth does not carry with it the assumption, in the absence of proof, that she was ill twelve months, although it may be assumed that at the time of the childbirth, for a period prior thereto, and for a period subsequent, she was ill.

It may be conceded that under some circumstances during the absence of a teacher owing to such illness, the teacher's compensation may be continued in whole or in part under School Code sections 5.721 and 5.750 but one who would base a claim on such facts must plead and prove them.

Axelrod v. Board of Education, City and County of San Francisco et al., 100 C.A.D. 651, --- Pac. (2d) ----.

Attorney General's Opinions

Application of the "Field Bill" to Fire Safety of School Buildings

The Division of Architecture of the State Department of Public Works may, under Deering Act 7518b (Field Bill), promulgate rules and regulations for the preparation and submission of plans and specifications for school building construction to be submitted to the Division for approval, and for the supervision of such construction, requiring the maintenance of reasonable standards of safety from fires likely to result from earthquake and requiring provision for safe egress from such buildings under the conditions likely to exist upon the occurrence of an earthquake. The Division does not have jurisdiction to investigate and require standards of fire and panic control except as related to their connection with safety from earthquakes. (A.G.O. NS2388, February 29, 1940)

Effect of Validating Act of 1939 on Illegally Formed High School District

Where a union high school district was formed in 1939 in violation of the provisions of School Code sections 2.85 and 2.86, and prior to the effective date of the Validating Act of 1939, such act operated to validate the formation of the district, the elections held for members of the governing board of the district, all acts of such board and any bond election held prior to the effective date of the Validating Act of 1939. (A.G.O. NS2228, December 29, 1939)

Employment of Member of the Legislature by a High School District as a Lecturer

A member of the legislature employed by a high school district to lecture before special evening classes of the district and holding a lecturer's permit issued by the State Department of Education under School Code sections 5.490-5.492, is, in giving such lecture, in the category of a teacher. Consequently, under the decision in *Leymel v. Johnson*, 105 Cal. App. 694, section 19 of Article IV of the state Constitution does not prohibit such member of the legislature from being so employed. (A.G.O. NS2371, February 20, 1940)

Formation of Junior College Districts

School Code section 2.85 does not control over School Code section 2.680; and under the latter section, an election for the formation of a junior college district must be held on the first Friday in June. If the election is successful, the district is deemed formed from and after the first day of July next succeeding the election. (School Code section 2.689) But Political Code section 3.720 would prevent the levy of a junior college district tax in such district, if formed, until the year following its formation. (A.G.O. NS2330, February 17, 1940)

Necessity of Permits to Employ for Newsboys

Where a newsboy is an employee, a permit for his employment as such must be obtained from the proper school authorities as required by School Code section 1.220. Where a newsboy is an independent contractor no such permit is necessary although there must be a compliance with section 1298 of the Labor Code. (A.G.O. NS1990a, November 27, 1939, modifying A.G.O. NS1990)

Probation Period Under Tenure Law 1925-1927

The service for two consecutive school years fixed under Political Code section 1609 (5) (e) (as that section read during the school years 1925-1926 and 1926-1927) as the probationary period of service required prior to classification as a permanent employee of a school district meant service for two complete consecutive school years. A.G.O. NS360 is affirmed. (A.G.O. NS360a, July 9, 1938)

Right of Reciprocal Insurer to Insure School Property

A reciprocal insurer may, if authorized to transact the business of such insurance in this state, insure the property of school districts under the provisions of School Code section 6.2. (A.G.O. 10687, May 15, 1936)

FOR YOUR INFORMATION

CALENDAR FOR SCHOOL DISTRICT ELECTIONS CONDUCTED ON FRIDAY, JUNE 7, 1940

This calendar applies to elections in all school districts except those having governing boards elected or appointed under the provisions of a city charter prescribing different procedure. In such cases the charter controls and must be followed. Except where otherwise specified, the elections in union and joint union districts, high school, union high school, and joint union high school districts, junior college districts, and unified districts, shall be called and held and conducted in the same manner as elections in elementary school districts. (School Code sections 2.913, 2.914, 2.915, 2.1057, 2.1060, 2.1140, 2.1144, 2.2023)

APRIL 27 ¹

Registration Closes. Last day to register to be eligible to vote at this election. (School Code section 2.878)

MAY 8

Notice of Election. On or before this date the governing board of the district must post in three public places and publish once a week for three weeks a notice of election, which notice must specify the time and place of election, the number of trustees to be voted for, the location of the polls, and the hours the polls will be kept open. If there is no newspaper published in the district, notice shall be given by posting only. (School Code section 2.873)

The clerk or secretary of the board shall request the county clerk to furnish copies, not exceeding four, of the precinct indexes of county election precincts contained in the school district, as of April 27th. Upon receipt of such request at least twenty days before said election the county clerk shall furnish such copies. (School Code section 2.878)

If the governing board neglects or refuses to issue notice of election, May 23rd is the last day for three electors to post and publish such notice. Publication need be only once a week for two weeks, and is a charge against the district. (School Code section 2.874)

In high school and junior college districts there must be a polling place in each elementary school district composing such high school or junior college district. (School Code sections 2.1058, 2.1141, 2.1142)

¹The last day on which the law permits the performance of this act falls on a Sunday, it is therefore indicated that it must be done on the last preceding business day.

Except where the average daily attendance of the district (or of the elementary district comprising a precinct of a high school or junior college district) is less than 500, polls must be opened and kept open the same hours as at the last general election. If such average daily attendance in such district is less than 500, the polls must not be opened before 9:00 o'clock A.M., nor closed before 5:00 o'clock P.M., and must be kept open for not less than four hours. (School Code section 2.877)

The governing board may subdivide the district into precincts. (School Code section 2.875)

The governing board must appoint one inspector and two judges of election. If none is appointed, or if those appointed are not present at the time for opening the polls, the electors present may appoint such officers, and they shall conduct the election. (School Code section 2.875. See also Sec. 2.876—pay of election officers)

The governing board may mail out sample ballots and notices of polling place of voters. (School Code section 2.876½)

MAY 18 to JUNE 1¹

Absent Voting. Between these dates (both dates included), application in writing may be made to the officer or board conducting the election for "absent voter ballot"; upon receipt of same such officer shall deliver to applicant, personally or by registered mail, an official ballot of the precinct of said applicant, together with an identification envelope and a return envelope. Such officer shall then enter the ballot number and date of delivery or mailing upon the application of absent voter. Before the election such officer shall send to the inspector of each precinct a list of voters in his precinct receiving absent voter ballots. (Elections Code sections 5901, 5902, 5905). All absent voter ballots must be voted on or before the day of election in the manner required by sections 5930, 5931 Elections Code.

MAY 23

Candidate's Declaration of Candidacy. Last day for candidate to file with the county superintendent of schools. (School Code 2.879)

MAY 23

Declaration of Candidacy by Sponsors. Last day to file declaration of candidacy by sponsors, containing acceptance of nomination signed by the candidate, with the county superintendent of schools. (School Code section 2.879½)

¹The last day on which the law permits the performance of this act falls on a Sunday, it is therefore indicated that it must be done on the last preceding business day.

JUNE 7

Day of Election. Polls open and close as set by notice of election. Immediately after the close of the polls the precinct election officers must publicly count the vote cast for each candidate, fill out the tally list, and certify to the correctness of the tally made. (School Code section 2.888)

Election officers, in elementary and unified district elections, must make, sign, and deliver certificates of election to the person or persons elected, who shall forward such certificate, with the oath of office of such person attached, to the county superintendent of schools. (School Code 2.889)

The election officers in elementary and unified school districts shall then seal the returns and send them to the clerk of the district. Within five days thereafter the clerk shall forward such returns to the county superintendent of schools. (School Code section 2.891)

In union and joint union elementary school and high school districts and junior college districts elections the returns shall be forwarded to the clerk of the governing board of such district. (School Code sections 2.1060, 2.1144, 2.915)

JUNE 12

Last day for clerk of elementary or unified district to forward returns to the county superintendent of schools. (School Code section 2.891)

JUNE 13

Last day for the officer or board conducting the election to receive absent voter ballots. (Elections Code 5932)

JUNE 11 to JUNE 14, 1 p.m.

Between these dates, both dates included, the governing board of the high school district must meet and canvass the returns, and issue certificates of election to persons elected, and forward duplicates of such certificates to the Superintendent of Schools having jurisdiction over such district. (School Code section 2.1061)

JUNE 14, 1 p.m.

Governing board of union or joint union elementary districts must meet and canvass the returns and issue certificates of election to persons elected, and forward duplicates of such certificates to the superintendent of schools having jurisdiction over such district. (School Code section 2.916)

JUNE 14, 2 p.m.

Governing board of junior college district must meet and canvass the returns and issue certificates of election to persons elected, and forward duplicates of such certificates to the superintendent of schools having jurisdiction over such district. (School Code section 2.1144)

JUNE 14

As soon as all absent voter ballots issued have been received or returned and accounted for, and in no case later than this date, the officer or board conducting the election shall proceed to count and tally absent voter ballots under the designation of "absentee vote." (Elections Code section 7801)

Immediately on conclusion of canvass of absent voter ballots such officer or board shall proceed to add votes thus counted to the result of the official canvass of the precinct vote to obtain complete and total vote. (Elections Code section 7848)

ANNUAL EDUCATIONAL RESEARCH CONFERENCE

The nineteenth annual conference of the Northern Section of the California Educational Research Association will meet at Chico State College, April 12 and 13. Registration is scheduled for 11.30 A. M. on Friday, April 12.

The program includes reports of original research in the fields of school administration, reading, elementary education, and counseling and guidance. These reports will be given at section meetings on Friday afternoon, April 12, and Saturday morning, April 13.

The luncheon session on Friday will be marked by an address by Frank N. Freeman, Dean, School of Education, University of California, Berkeley, on "Recent Investigations on the Nature-Nurture Problem." The evening session on Friday will be a panel meeting. Holland D. Roberts, Assistant Professor of Education, Stanford University, will speak on "Recent Research in Language Arts." Harlan M. Adams, Associate Professor of Speech, Chico State College, will act as panel chairman.

The general session which follows the luncheon Saturday will be addressed by Leland T. Chapin, Assistant Professor of Speech and Research Associate in the Hoover War Library, Stanford University. His topic will be "International Propaganda."

The annual banquet is announced for Saturday evening at the Hotel Oaks under the joint auspices of the California Educational Research Association and Xi Field Chapter, Phi Delta Kappa. Elmer Staffelbach, Head, Department of Education, San Jose State College,

will speak on "Research Plans of the California Educational Policies Commission."

Teachers of Northern California and persons interested in educational problems are invited to attend.

CORRESPONDENCE SCHOOLS SUBJECT OF STUDY

Nearly three quarters of a million adult American men were enrolled during 1939 in various home study or correspondence schools. This estimate is made by the National Home Study Council, an organization established, through a Carnegie Corporation grant in 1925, to inspect and rate the various American correspondence schools. The Council has, during the past thirteen years, been able to approve only 47 of the 480 correspondence schools now operating within the United States. The Council also investigates and takes fitting action against any school reported to it as being guilty of fraudulent or unethical practices. Most of the questionable home study schools are now reported to be offering courses in the fields of civil service, Diesel engines, refrigeration, air-conditioning, and television—all of which are the "glamour" variety. Before enrolling with any correspondence school it is advisable for persons to consult the local high school principal, city librarian, or secure a report on the school from the National Home Study Council, Washington, D. C.

INFORMATION ON NURSERY SCHOOL TEACHING

A study of opportunities for nursery school teachers has been made in an occupational brief, *Nursery School Teaching*, by the Western Personnel Service. This organization, which is affiliated with the American Council on Education and with the American Council of Guidance and Personnel Associations, serves as a clearinghouse for occupational information. Communications and requests should be addressed to 30 North Raymond Ave., Pasadena, California.

BOOK ON SAN FRANCISCO FESTIVAL

The latest book compiled by the Northern California Writers' Project, Work Projects Administration, *Festivals in San Francisco*, has just come from the press. It is sponsored by the International Institute, published by James Ladd Delkin, and printed by the Grabhorn Press.

The book presents a selected list of forty-one celebrations, representing twenty-six religious and national groups. The historical, religious, or legendary background of each is given, followed by a description of the festival as celebrated in San Francisco.

Orders and requests for further information should be addressed to the publisher, James Ladd Delkin, Box 55, Stanford University, Palo Alto.

NATIONAL REPORT ON JUNIOR COLLEGES

California leads the nation both in number of junior colleges and in enrollment in those institutions, according to the Junior College Directory for 1940, just published by the American Association of Junior Colleges. California has 64 junior colleges, enrolling 73,669 students.

Enrollment in junior colleges in the United States has doubled in the last seven years, and has increased from 155,588 to 196,510 in the last year. This year's 41,122 increase, which is 26.4 per cent, is the largest annual increase ever reported. The number of junior colleges is now 575 as compared with 556 in 1939.

The largest of these schools are in California. Of 33 in the country enrolling more than 1,000 students, California has 20.

DANGER FROM USE OF COLORED CHALK

Discontinuance of the purchase and use in schools of colored chalks containing lead, mercury, or other toxic materials is recommended by the State Department of Public Health. This recommendation is based upon a study made by the Industrial Hygiene Service of the Department on samples of one brand of chalk submitted by Dr. Frank Kelly, City Health Officer of Berkeley. Some of these chalks tested were found to contain lead. In view of the Department's recommendation, local school officials, when purchasing sight-saving chalk and colored chalk, should specify that such chalk shall be nontoxic and lead-free.

Following are excerpts from the report by Dr. J. P. Russell, Chief of the Industrial Hygiene Service.

It is my belief that exposure of school children to the dust from lead-containing chalks, particularly during the erasing of blackboards and the cleaning of erasers, constitutes an important potential health hazard. . . . scrupulous personal hygiene, including careful washing of hands and cleaning beneath fingernails, will decrease this hazard materially. However, the chief danger lies in the inhalation of suspended dust particles containing lead, since the toxic material taken into the body in this way is absorbed directly into the blood stream, whereas lead compounds entering the body by way of the mouth are, to a large extent, excreted unchanged in the feces, and a considerable percentage of the fraction which is absorbed is filtered out by the liver before reaching the general circulation where toxic effects are produced.

An accurate evaluation of the degree of hazard involved would hardly be practicable, due to the marked fluctuation in chalk dust content of the schoolroom atmosphere from hour to hour during the day.

A number of nonpoisonous coal tar colors have been tested and approved by the Food and Drug Administration of the United States

Department of Agriculture as being "suitable for use in foods, drugs, and cosmetics." (Federal Register, Volume 4, 1939, Nos. 4, 89, and 107). Such pigments are adaptable for use in the manufacture of colored school chalk crayons.

As a health protection measure, I would recommend that the use of colored chalks containing lead, mercury, or other toxic materials, be prohibited in schoolrooms.

Facilities of the Industrial Hygiene Service of the California State Department of Public Health are available, without cost, to school authorities and manufacturers for the analysis of other chalks and any materials, the use of which, it is thought, might prove detrimental to the health of students, teachers, and other employees.

CHILDREN WARNED AGAINST DANGER FROM EXPLOSIVES

The public school teachers of California are requested to warn children of the danger of playing with blasting caps. Accidents from this cause occur most frequently during the summer vacations when the children are free to explore the out-of-doors. Hence the warning is issued annually through the schools, in newspapers, and over the radio. As a result the number of such accidents has been materially reduced during recent years.

Illustrated posters and folders are available to teachers, giving full details of these accidents and how to prevent them. It is suggested that superintendents and teachers write to the Institute of Makers of Explosives, 103 Park Avenue, New York City, for copies suitable for bulletin board display or for use in safety classes.

CALENDAR OF EDUCATIONAL MEETINGS

During 1939-40 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is a list of certain of the meetings and conferences which take place during the school year 1939-40.

<i>Date</i>	<i>Organization</i>	<i>Place</i>
April 12, 13	Annual Meeting, California Educational Research Association, Northern Section	Chico State College
April 20	California Elementary School Principals' Association, Central Coast Section	San Luis Obispo
April 27	Annual Conference on Industrial Education	Santa Monica High School, Santa Monica
April 27	California Elementary School Principals' Association, Southern Section	Burbank

<i>Date</i>	<i>Organization</i>	<i>Place</i>
April 27	Spring Conference, Northern California Guidance Association	Homes and Gardens Building, Treasure Island
April 29-May 3	Annual Conference on Industrial Arts Education and Teacher Training	Library and Courts Building, Sacramento
May 3, 4	Eighteenth Annual Round Table Conference	San Diego State College
May 2-3	State Convention of California Association of Future Farmers	San Luis Obispo
May 4	California Elementary School Principals' Association, North Coast Section	Garberville
June 24-29	Annual Conference of the California Agricultural Teachers Association	San Luis Obispo

EDUCATIONAL BROADCASTS

Youth and Crime Broadcasts

A series of radio programs, Youth in the Toils, is broadcast Monday afternoon at 4:15 PST over the NBC Blue Network. The programs are based on an investigation of the committee on Criminal Justice-Youth of the American Law Institute. The following topics are announced for April:

- April 1 Step-Children of the Law
- April 8 Dead-end Justice
- April 15 Behind Prison Gates
- April 22 Parole—to the Streets
- April 29 Eye for an Eye

Broadcasts Sponsored by the California State Department of Education

- Tuesday: 9 p.m.—Adventures on the High Seas KRE
- Wednesday: 8 p.m.—Golden Days KRE
- Wednesday: 10 p.m.—Pageant of Youth KLX
- Thursday: 10 p.m.—With Reason and Rhyme CBS
- Friday: 8 p.m.—Adventures in Science KLX
- Saturday: 3:45 p.m.—Education Today NBC Blue

Alameda School of the Air

- Monday: 1:30 p.m.—My Travels KLX
- Tuesday: 1:30 p.m.—United States History Program KLX
- Wednesday: 1:30 p.m.—California History Program KLX
- Thursday: 11:15 a.m.—Sonny's Magic Merry-Go-Round KLX
- 1:30 p.m.—Industrial Geography KLX
- Friday: 1:30 p.m.—The Workshop KLX

Broadcasts Sponsored by the United States Office of Education

Tuesday: 11 a.m.—Gallant American Women NBC Blue¹

Saturday: 1:30 p.m.—What Price America CBS¹

Sunday: 11 a.m.—Democracy in Action CBS

Sunday: 1:30 p.m.—The World Is Yours NBC Red¹

Broadcasts Sponsored by the California Congress of Parents and Teachers

Friday: 1:00 p.m.—Family Life Series MBS¹

Selected Educational and Entertainment Broadcasts

Sunday

- 8:30—Music and American Youth NBC Red
- 9:30—American Wildlife MBC
- 10:00—Ted Malone's Pilgrimage in Poetry NBC Blue
- 10:30—On Your Job NBC Red
- 11:30—Chicago U Roundtable NBC Red
- 1:30—Adventures in Science CBS
- 1:30—Pursuit of Happiness CBS
- 5:00—American Forum of the Air MBC
- 6:00—A Bookman's Notebook NBC Blue
- 6:00—Sunday Evening Hour CBS
- 6:15—Life Long Planning NBC Blue
- 7:30—Orson Welles Dramatic Program CBS
- 9:45—University Explorer NBC Blue

Monday

- 9:30—Farm and Home Hour NBC Red
- 11:00—Adventures in Reading NBC Blue
- 12:30—Agricultural Program NBC Red
- 1:30—Curtis Institute of Music CBS
- 2:30—American School of the Air—Frontiers of Democracy CBS
- 4:15—Youth in the Toils NBC Blue

Tuesday

- 9:30—Farm and Home Hour NBC Blue
- 12:30—Agricultural Program NBC Red
- 1:15—Of Men and Books CBS
- 2:30—American School of the Air—Folk Music of America CBS
- 6:00—Cavalcade of America NBC Red and Blue Networks
- 6:30—Meet Edward Weeks NBC Blue
- 6:45—Paging the Past MBC

Wednesday

- 9:30—Farm and Home Hour NBC Red
- 11:00—Music for Young Listeners NBC Blue
- 12:30—Agricultural Program NBC Red
- 2:30—American School of the Air—New Horizons CBS
- 6:30—Hollywood Playhouse NBC Blue

¹NBC Red Network—KPO, KFI, KWG; NBC Blue Network—KGO, KECA, KSFD; CBS—KSFO, KNX; MBC—KFRC, KHJ.

Thursday

- 9:30—Farm and Home Hour NBC Red
- 11:00—Standard School Broadcast NBC Blue
- 11:00—Ideas That Came True NBC Blue
- 12:30—Agricultural Program NBC Red
- 2:30—American School of the Air—Tales from Far and Near CBS
- 6:00—Rochester Philharmonic Orchestra NBC Blue
- 6:30—Town Meeting of the Air NBC Red
- 7:00—Columbia Workshop
- 7:30—Americans at Work CBS
- 8:30—Standard Symphony Hour NBC Red

Friday

- 9:30—Farm and Home Hour NBC Red
- 11:00—NBC Music Appreciation Hour NBC Blue
- 12:30—Agricultural Program NBC Red
- 1:30—Men Behind the Stars CBS
- 2:30—American School of the Air—This Living World CBS
- 3:00—Torch of Progress NBC Red
- 7:45—Human Nature in Action NBC Red

Saturday

- 9:00—Milestones in Music NBC Red
- 9:00—American Education Forum NBC Blue
- 9:30—Farm and Home Hour NBC Red
- 10:00—What Price America CBS
- 11:00—Metropolitan Opera NBC Blue
- 2:00—Human Adventure CBS
- 3:30—What's Art to Me CBS
- 3:30—Way to Lasting Peace CBS
- 4:00—People's Platform CBS
- 4:30—Art for Your Sake NBC Red
- 7:00—NBC Symphony Orchestra NBC Blue

MICHIGAN COLLEGE OF MINING AND TECHNOLOGY SCHOLARSHIP

The Michigan College of Mining and Technology annually offers a scholarship to one high school graduate from each state who is in the upper half of his class and deserving. The candidate must be recommended by the Superintendent of Public Instruction. The scholarship remits the matriculation fee of \$25 and tuition fee of \$50 and is effective for a four-year engineering course. Any California high school student interested in the 1940 scholarship should send his application to the Superintendent of Public Instruction not later than June 15, submitting a transcript of his high school record filled out by his principal. Candidates must be well prepared in mathematics since the college requires three semesters of entrance credit in algebra.

Complete information concerning entrance requirements should be obtained from L. F. Duggan, Registrar, Michigan College of Mining and Technology, Houghton, Michigan.

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